

School and Teacher Demographics

Number of districts (CCD, 1998-99) 644

Number of public schools in state (CCD, 1998-99)

Elementary	Middle	High	Combined	Other
906	107	306	9	5

Student/teacher ratio (CCD, 1998-99)

Elementary	Middle	High
15:1	14:1	14:1

Number of FTE teachers in state (CCD, 1998-99)

Elementary	Middle	High	Combined	Other
10,093	3,037	6,935	66	57

Public school enrollment (CCD)

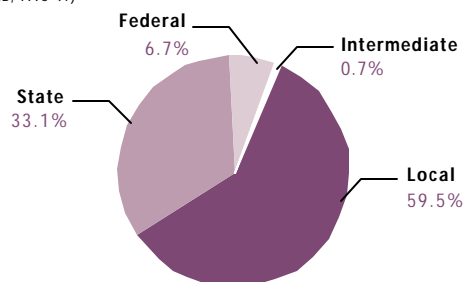
(By state definition)

	1989-90	1998-99
K-8	194,227	195,159
9-12	76,693	91,386
Pre-K	n/a	4,595

Sources of funding

District average

(CCD, 1996-97)



Student Demographics

Race/ethnicity

	1989-90	1998-99
American Indian/Alaskan Natives	1.1%	1.5%
Asian/Pacific Islander	1.0	1.5
Black	5.3	6.5
Hispanic	2.3	3.0
White	90.3	87.5

(CCD, K-12)

Students with disabilities (OSEP, K-12)

	1990-91	1998-99
Students with disabilities	10.7%	12.1%

Limited English proficient (USED/NCBE, K-12)

	1989-90	1996-97
Limited English proficient	950	6,252

Migrant (OME, K-12)

	1993-94	1998-99
Migrant	6,806	11,617

Highschool dropout rate (CCD, event)

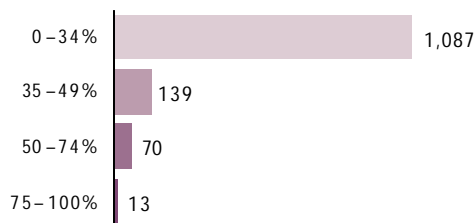
	1993-94	1997-98
Highschool dropout rate	4.5%	4.4%

Postsecondary enrollment (IPEDS, High school grads enrolled in college)

	1994-95	1997-98
Postsecondary enrollment	60%	64%

All schools by percent of students eligible to participate in the Free Lunch Program*

(CCD, 1998-99)



* 24 schools did not report.

Statewide Accountability Information

Statewide Goal for Schools on State Assessment
Public reporting, Accreditation

Expected School Improvement on Assessment
None

Indicators for School Accountability
None

Title I Adequate Yearly Progress (AYP) for Schools
Meet annual progress goals for each school to attain 100% proficient in 10 years

Schools Meeting Title I AYP Goal
292 (58.9%)

Title I Schools

Title I enrollment

	1998-99
K-8	41,506
9-12	1,361
Pre-K	924

(USED)

Race/ethnicity

	Schoolwide	Targeted Assistance
American Indian/Alaskan Natives	1,657	357
Asian/Pacific Islander	452	95
Black	6,142	542
Hispanic	4,807	1,431
White	14,469	12,403

(USED, K-12)

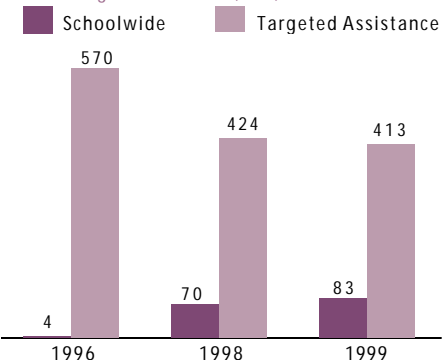
Title I allocation

\$36,867,608

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, USED, 1998-99)

Number of schools with Title I programs

Schoolwide vs. targeted assistance (USED)



Student Achievement 1998–1999

Percentage of students meeting state proficiency levels

Grades 3–5 Title I Students

Reading/LanguageArts

	Preemerging	Emerging	Proficient	Advanced
All Students				
Title I Schoolwide	25.7%	29.3%	22.5%	22.5%
Title I Targeted	12.5	27.7	29.5	30.3
Percent of School in Poverty				
00–34	10.7	26.4	30.1	32.7
75–100	30.8	29.5	18.9	20.7
LEP Students				
Migrant students				

Mathematics

	Preemerging	Emerging	Proficient	Advanced
All Students				
Title I Schoolwide	21.3%	27.5%	23.7%	27.5%
Title I Targeted	12.2	25.6	27.6	34.6
Percent of School in Poverty				
00–34	9.7	24.3	28.8	37.2
75–100	23.6	27.5	20.1	28.8
LEP Students				
Migrant students				

Grades 6–9 Title I Students

Reading/LanguageArts

	Preemerging	Emerging	Proficient	Advanced
All Students				
Title I Schoolwide	27.6%	30.8%	24.0%	17.5%
Title I Targeted	10.9	26.6	31.8	30.7
Percent of School in Poverty				
00–34	10.2	26.0	32.1	31.8
75–100	35.9	31.4	19.8	12.9
LEP Students				
Migrant students				

Mathematics

	Preemerging	Emerging	Proficient	Advanced
All Students				
Title I Schoolwide	24.8%	29.0%	22.7%	23.5%
Title I Targeted	10.4	23.1	28.2	38.3
Percent of School in Poverty				
00–34	9.7	22.6	28.5	39.2
75–100	30.6	31.2	18.3	19.8
LEP Students				
Migrant students				

Assessment Information

Assessment Reported

Multiple Assessment Tools. Scores reported by elementary, middle, and high levels rather than by grade.

Progress Toward Assessment Aligned with Standards

Performance standards did not meet review criteria of the U.S. Department of Education.

State Definition of “Proficient”

Four Levels of Proficiency were defined: State standards were established for the NRT. Each district submitted standard points for the CRT which were reviewed by the SEA. Standard Criteria for the combined NRT and CRT points determine the level of performance. The pre-emerging and emerging levels represent the level of partially proficient as defined in the law.

Definition of Title I Targeted Assistance

All students in Title I schools at tested grade are included in the assessment results.

Exclusion from Assessment

No statewide testing, only Title I

Other Assessments

Locally determined

Grades 10–12 Title I Students

Reading

	Preemerging	Emerging	Proficient	Advanced
All Students				
Title I Schoolwide	19.8	27.1	32.4	20.6
Title I Targeted	12.0	25.1	32.2	30.6

Mathematics

	Preemerging	Emerging	Proficient	Advanced
All Students				
Title I Schoolwide	17.4	23.5	28.3	30.8
Title I Targeted	8.9	22.2	29.1	39.9

NAEP State Results

	Grade 4	Grade 8
Reading, 1998:		
Proficient level and above	n/a	n/a
Basic level and above	n/a	n/a
Math, 2000:		
Proficient level and above	24%	31%
Basic level and above	67%	74%